INTRODUCTION AND BACKGROUND
KIPP Metro Atlanta Schools is a network of free public charter and partner schools located in the city of Atlanta and East Point. Our ten schools and one district partner school are open to all students who reside within the Atlanta Public Schools district or Fulton County Schools district (KIPP South Fulton Academy). KIPP Metro Atlanta educates more than 5,300 students across 11 schools. At KIPP, we believe every child should grow up free to create the future they want for themselves and their community.

Out of our 5,300 scholars roughly 9.05% of our scholars are students with disabilities (SWD). See the table below for a breakdown by level:

<table>
<thead>
<tr>
<th>Level</th>
<th>SWD Percentage</th>
<th># Teachers</th>
<th># of Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools (K-4th)</td>
<td>5%</td>
<td>31.5</td>
<td>14</td>
</tr>
<tr>
<td>Middle Schools (5th-8th)</td>
<td>10%</td>
<td>56.5</td>
<td>13</td>
</tr>
<tr>
<td>High School (9th-12th)</td>
<td>13.5%</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>ELL/ESOL (K-12th)</td>
<td>1.27%</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

OVERVIEW OF PROJECT AND ROLE
Over the past ten years, we have attempted to standardize our enrollment and staffing models across our schools while having various iterations of both during this time. After facing enrollment challenges, we spent last year really nailing down our enrollment targets by school to ensure that we can build staffing models that support our financial model. The first part of this project was to figure out funding aligned to enrollment and build a staffing model at the school and regional level.

To ensure our organization is built to last, we must step back and reevaluate our schedules now that we are clear on our revenue numbers. One of our 2025 strategic plan priorities is Learning Experience, ensuring that KIPPsters have access to the same opportunities and our schools offer a consistent, joyful, academically excellent, identity-affirming experience from campus to campus. We are the designers, we are the architects, and it’s our radical responsibility to redesign our schedules by designing at the margins.

The ultimate goal of this project is to: create schedules that maximize learning and funding. We need to redesign our schedules with our new staffing model and enrollment targets in mind.
**SCOPE OF WORK**

**Workstream 1: Special Education**

After conducting school visits across the country last year, we learned that we had 2-3 times more team members for special education than many of the schools that we studied, which had similar percentages of SWDs. We want to ensure that all of our scholars receive exactly what they need and that we are scheduling appropriately to maximize funding. At this time we are truly focused on Special Education Models to support our staffing model and not Multi Tiered Systems of Support (MTSS). We will tackle the MTSS staffing process at another time. We firmly believe that a school’s master schedule should start with SPED scheduling, and then everything else should be built around it (designing at the margins). The SWDs that we serve receive interrelated services, and we do not have specialized placement for low incidence disabilities (EBD, Autism, and etc.).

**Outcomes:**

- Engage a small group of team members (virtually) from the SPED department to build understanding and gain context to adequately help us redesign schedules
- Share best practices for scheduling given our context (money, staffing model, curriculums used, etc.)
- Find efficiencies and new innovations in our schedules to maximize funding
- Develop a clearer formula for KIPP Metro Atlanta Schools to use that clearly names best practices to developing the correct model (both number and type of model)
  - # SWDs x # of classes with support x type of support model = # teachers
- Analyze what is possible given our current context with scheduling and what is not possible to provide multiple scheduling options
- Sample special education teacher schedule at (primary, middle school, and high school) inclusive of planning time for lesson planning, compliance duties and IEP meetings
- Give guidance to the impact on curriculum planning, general education teacher content knowledge, assessment usage to determine what type of inclusive services scholars should receive
- Guidance on updating schedules that were built based on the prior school year population while also allowing entry of new scholars right before the FTE cut off

**Deliverables:**

- SPED Scheduling Playbook
- SPED Formula Excel Document
- SPED Recommendations
- SPED Exemplar Schedule (inclusive of planning and teaching)
Workstream 2: Schedule Audit & Redesign

We have operated with designing schedules for Primary, Middle, and High School separately in the past. As we move to a K-8 model in which most of our primary schools and middle schools are in the building or same space, we need to find new and creative innovations to scheduling that maximizes funding, space, and innovations that benefit our scholars and team members. We have not done a ton of research on high school models, and we would like to completely co-design with the support of a working group. It is important to note that we would want our partners to also take into account the recommendations from the KIPP Foundation (using the KIPP Foundation Instructional Blueprint) and Georgia State Department Guidelines (Atlanta Public Schools and Fulton County Schools).

Outcomes:

- **K-8 Schedules (KIPP Foundation Instructional Blueprint)**
  - Audit schedules to maximize staff FTE usage
  - Make recommendations on cost savings
  - Make recommendations on how to maximize enrichment teachers and other support teachers for shared and independent planning
  - Make schedule recommendations for team members for both shared planning and individual planning while maximizing team members and acknowledging building capacity and constraints

Deliverables:

- Exemplar Scheduling Protocols + Structures Document
- K-8 Exemplar Schedules Aligned to KIPP Metro Atlanta Schools’ context
- Implementation Guidance for New Schedule
- Provide a change management roadmap for the proposed changes (to include academic vision and schedule impacts)
- Storytelling deck that explains the changes and rationale with quantifiable evidence
RFP PROCESS:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication of RFP</td>
<td>August 25, 2023</td>
</tr>
<tr>
<td>Due date for respondents’ questions</td>
<td>August 30, 2023</td>
</tr>
<tr>
<td>Response to questions</td>
<td>September 1, 2023</td>
</tr>
<tr>
<td>Proposal due date</td>
<td>September 8, 2023</td>
</tr>
<tr>
<td>Review Period</td>
<td>September 11-September 15, 2023</td>
</tr>
<tr>
<td>Finalists notified and invited to final task, if applicable</td>
<td>September 18, 2023</td>
</tr>
<tr>
<td>Estimated notification of award</td>
<td>September 22, 2023</td>
</tr>
<tr>
<td>Estimated contract start date</td>
<td>September 29, 2023</td>
</tr>
</tbody>
</table>

Responses to questions from respondents will be emailed directly to the respondents. Proposals should be submitted in PDF format to Audrianna Archibald Lawrence, Director of Strategic Projects at aarchibald@kippmetroatlanta.org. Please ensure that the subject of your email is as follows, “Your Company Name - KIPP Metro Atlanta Schools Operating Model Proposal.” No responses will be received after September 8, 2023 at 11:59 PM.

Respondents are welcome to submit for both work streams or one workstream. We are open scoping independently depending on expertise.
PROPOSAL ELEMENTS:
To ensure all proposals are evaluated in an equivalent manner, respondents must submit a proposal that includes all of the sections listed below. The format of the responses should align to the request for the proposal.

Each proposal should contain the following information:
1. Vendor Background and Previous Experiences
2. Contact Information
3. Organizational and Staff Capability
4. Scope of Work
5. Expertise
6. Pricing
7. Client References
8. Additional Capabilities (if applicable)

1. Vendor Background and Previous Experiences
To demonstrate the Respondent’s experience with similar organizations and/or with similar work, include:

- Summary description of organization and its primary offerings
- Experiences with scheduling and special education
- Relevant experiences in K–12 education sector, particularly with charter management organizations similar to KIPP

2. Contact Information
Primary Contact Name
Primary Contact Title
Primary Contact Phone Number
Email Address
Vendor Legal Name Vendor
Address Vendor
Phone Number
Vendor Website
Year Founded
Number of Clients
Number of Employees
3. Organizational and Staff Capability
To demonstrate how the Respondent will manage, supervise, and execute the work, include:

- Description of experience and qualifications (i.e., resumes) of all key personnel expected to be staffed on the project. Key personnel are defined as any staff member who will be working on or providing oversight on the project. For all key personnel, describe planned level of effort, anticipated duration of involvement, ethnicity, gender, and tenure with the vendor.
- Description of management and reporting relationships. Provide detailed organizational chart and project staffing model.
- Description of how the Respondent will project manage the work streams to keep the KIPP Metro Atlanta Schools’ Strategy Team engaged and updated on work throughout the project.

4. Scope of Work
To demonstrate how the Respondent will effectively perform the services specified in this RFP, include:

- Description of how the Respondent will provide all aspects of each workstream as specified; include detailed plan listing out all major activities and deliverables and description of exemplar practices
- Explanation of each major activity planned and how the expected output(s) will inform the final work product and deliverable.
- Estimated timeframe (e.g., number of days, number weeks, etc.) estimated for each major activity planned. See
- A proposed high-level project plan that includes the current requirements specified in this RFP.
- Description of the research base that informs your approach to enrollment and staffing models

5. Expertise
To demonstrate the Respondent’s expertise in the workstreams specified in this RFP, include:

- Sample work products aligned to the workstreams
- Examples of how Respondent’s approach to the RFP scope of work is grounded in exemplar practices in equity backed by research and design principles
- Examples from similar work with other clients with similar student information data analysis
- Please share if you have experience in equity-by-design or other design thinking. If so, can you share what projects you have used for design thinking?
6. References
List three client references to which the Respondent has provided curriculum development consulting or culturally relevant pedagogy/curriculum consulting services within the past five (5) years, preferably in the K–8 education sector.

Reference Information
Name of Company
Company Address
Contact Name
Contact Title
Contact Phone Number
Contact Email Address
Brief Description of Services Provided Dates of Service

7. Additional Capabilities
If applicable, include a description of any other resources to be provided by the Respondent that would enhance the Respondent’s ability to carry out the services (e.g., additional services, deliverable quality assurances, etc.

EVALUATION CRITERIA AND METHOD
The weighted criteria listed below will be considered in evaluating proposals.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Vendor Capacity &amp; Plan</td>
<td>40</td>
</tr>
<tr>
<td>Price</td>
<td>30</td>
</tr>
<tr>
<td>Prior Experience</td>
<td>15</td>
</tr>
<tr>
<td>References</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
- **Vendor Capacity and Approach:** Respondent has the staffing and resources necessary to complete the services required and outlines a plan to deliver high-quality work products that meet the full scope of work and leverage exemplary practices in enrollment and operating models. The approach aligns with our how and engages our community to co-create our future together.
- **Price:** Respondent offers the requested services at a competitive price and all necessary factors that contribute to the price are accounted for.
- **Prior Experience:** Respondent provides resumes for key staff and documentation, e.g., work samples, client testimonials, etc. that verifies expertise in successfully implementing similar work with clients like KIPP.
- **Reputation and References:** Respondent has a demonstrated track record of success in performing the requested services and/or in the industry and provides positive references.

KIPP Metro Atlanta Schools review committee seeks to evaluate each vendor’s capacity and approach, prior experience, and price through a blind review, meaning the vendor’s name will be redacted from proposal materials relating to these criteria. The vendor reputation and references will be evaluated separately and will include identifying information about the vendor.